

## **Innovative Teaching Strategy (ITS)**

### **Submission Form**

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1. **Title of Teaching Strategy:** Engaging Students in the Classroom with Preventive Care Case Studies
2. **Date of Submission:** March 15, 2017
3. **Topical area:** Health Promotion Across the Lifespan
4. **Public Health Nursing competencies and standards:**
  - **ACHNE Public Health Nursing Core Knowledge and Basic Competencies**
    - 1 Communication
    - 7 Health promotion and risk reduction
    - 8 Illness and disease management
    - 9 Information and health care technology
  - **ANA PHN Scope and Standards of Practice**
    - 1 Assessment
    - 5b Health teaching and health promotion
    - 7 Ethics
    - 8 Education
    - 9 Evidence-based practice and research
    - 11 Communication
  - **Quad Council Competencies for Public Health Nurses**
    - 1 Analytic and Assessment Skills
    - 3 Communication Skills
5. **Learner Level(s):** Undergraduate
6. **Learner Settings(s):** Classroom
7. **Strategy Type:** Case Study, Problem-Based Learning
8. **Learning Goals/Objectives:**

At the completion of the activity, participants will be able to:

1. Identify screenings recommended for the assigned case by age/risk factors.
2. Recommend preventive care and immunizations for assigned case.
3. Describe what type of counseling may be provided.
4. Discuss ethical implications of the case study.
5. Select applicable referrals for the assigned case.
6. Analyze evidence-based, credible, professional resources for the assigned case.

**9. Estimated time for activity:** In a class size of approximately 50 students, 1 ½ hours total. The students will need 20 minutes to process the provided case. Presentation and discussion of each case will take approximately 10 minutes. Seven cases studies were designed.

**10. Strategy Overview:**

Faculty will develop case studies in advance of the class time. The following case studies have been developed:

**Case 1: Newborn Infant and mom**

Female infant –birthweight 6# 13 oz.

- Delivered vaginally
- Full term
- African American mother and father

Mom 21 year old, single

- smoked 10 cigarettes until 4 months pregnant and then abstained
- No history of drug use
- Mom type 2 diabetic pre-pregnancy
- Ht 5'2", wt 167 lbs. pre-pregnancy-gained 39 pounds during pregnancy

**Case 2: 4-year-old male**

- In for well child exam
- Born at 33 weeks gestation
- History of asthma, eczema
- Father and grandmother in household and smoke
- Ht. 37 in. Wt. 39 lbs.
- Language is limited-does not speak clearly or in full sentence

**Case 3: 15-year-old female**

- Sexually active-single partner (20 year old male)
- does not use contraception-partner just “pulls out”
- Admits to “trying” marijuana, cigarettes and e-cigarettes
- Uses a tanning bed weekly
- Ht 5’6” Wt 112 lbs.-recent 10 lbs. weight loss
- Menarche at age 11; periods irregular
- Has difficulty sleeping and appetite has been poor “lately”

**Case 4: 40-year-old female**

- Hispanic
- Married and monogamous
- In for well woman exam
- Family history of breast cancer-maternal grandmother
- Both parents living: Father is hypertensive; mother is type 2 diabetic
- Consumes 2-3 glasses of wine after work each day
- Does not exercise routinely due to work/family schedule
- Works full time in professional setting
- Ht 5’1”; wt 133 lbs.
- Has had 2 full-term pregnancies and breastfed each child for 12 months

**Case 5: 55-year-old male**

- Attending large health fair
- Has not been seen by a provider in 5 years
- Describes health as good, but expresses concern that his father died of colon cancer at age 66
- Recently retired from factory job of 30 years
- Walks 3 miles 4-5 x per week
- Wife died two years ago-has been “playing the field” and sexually active with multiple women in the past 6 months-1 year

- Non-smoker and non-drinker

**Case 6: 67-year-old female**

- Caucasian
- Retired from teaching at age 66-having difficulty adjusting
- Husband has Alzheimer's and requires constant supervision
- Has not had a physical exam in 3 years due to stress of taking care of her husband/working
- Has one son, age 40
- Non-smoker, social drinker (glass of wine for special occasions)
- Fell recently at home on two occasions due to loose area rugs and cat in her way-ular fracture one fall and sprained ankle. "Stress" fracture of foot 3 months ago attributed to walking a 5k with her son.
- Ht. 5'5", wt. 130 lbs.

**Case 7: 21-year-old male**

- Recently incarcerated for theft charges (18 months)
- Dropped out of high school at 17-completed GED while incarcerated
- Smokes "weed" daily-not concerned
- Has injected drugs but only "a couple of times"
- Sexually active with multiple partners
- 5'9"; 148 lbs.

Senior level nursing students enrolled in the Population-Focused Nursing Practice course participate in the preventive care case study learning activity during scheduled class time. Students are divided into small groups. The group size is dependent upon class size. Each group is provided with a case study. Seven cases studies have been developed. As a group, the students must identify screenings recommended by age and risk factor, preventive care recommendations and immunizations, counseling and teaching appropriate for the nurse to provide, ethical implications, appropriate referrals, and provide the references utilized. Approximately 20 minutes are provided for students to gather information. Each group will have approximately 10 minutes to present and discuss the assigned case.

**11. Detailed Strategy Directions:**

**a. Strategy Materials/Resources:**

In advance of the learning activity, faculty make copies of the preventive care case studies and provide a list of potential evidence-based websites. Students are instructed to bring electronic devices. Instructors have already provided instruction on health promotion and risk reduction, screening, health teaching, and referral. Students are instructed to review the course content prior to coming to class.

- b. Website Links:** Students are provided with a list of web links to explore and locate the necessary information for the assigned case study.

Clinical Prevention

<http://www.ahrq.gov/professionals/clinicians-providers/index.html>

Community Guide

<http://www.thecommunityguide.org/>

Bright Futures – American Academy of Pediatrics

<https://brightfutures.aap.org/clinical-practice/Pages/default.aspx>

BMI Calculator

[http://www.nhlbi.nih.gov/health/educational/lose\\_wt/BMI/bmicalc.htm](http://www.nhlbi.nih.gov/health/educational/lose_wt/BMI/bmicalc.htm)

STD Clinical Prevention

<http://www.cdc.gov/std/tg2015/clinical.htm>

Immunization Schedules

<http://www.cdc.gov/vaccines/schedules/>

Resource Guide

<http://www.vanderburghgov.org/index.aspx?page=1096>

Heart Risk Calculator

<http://cvdrisk.nhlbi.nih.gov/>

Diabetes Risk Assessment

<http://www.diabetes.org/are-you-at-risk/diabetes-risk-test/?referrer=https://www.google.com/>

- c. Methods for evaluating student learning:**

This is an in-class activity and is not graded. Each group of students must discuss screenings, immunizations and preventive care recommended by age/risk factors; counseling and referrals appropriate for the nurse to provide; and references used. Faculty provide verbal feedback and discussion on each case presentation.

**12. Comment on the overall success of this teaching strategy:**

This teaching strategy was adopted as an annual assignment after an initial trial and evaluation of learning. A tool was developed to assess students' perception of the ability to achieve the objectives. The learning activity provides the students an opportunity to apply evidence-based Public Health Nursing interventions across the lifespan.

**13. Additional references:**

**Student Evaluation Tool for Preventive Care Case Studies**

Each student has been assigned a case study for today's class activity. After this class activity, please select the response that is most appropriate for your perception about your assigned case study.

| <b>Ability to:</b>  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Agree</b> | <b>Strongly Agree</b> |
|---|--------------------------|-----------------|--------------|-----------------------|
| Identify screenings recommended for the assigned case by age/risk factors.      | 1                        | 2               | 3            | 4                     |
| Recommend preventive care and immunizations for assigned case.                  | 1                        | 2               | 3            | 4                     |
| Describe what type of counseling may be provided.                               | 1                        | 2               | 3            | 4                     |
| Discuss ethical implications of the case study                                  | 1                        | 2               | 3            | 4                     |
| Select applicable referrals for the assigned case.                              | 1                        | 2               | 3            | 4                     |
| Analyze evidence-based, credible, professional resources for the assigned case. | 1                        | 2               | 3            | 4                     |

Additional comments: